



Usage of English Informal Word Expressions and Abbreviations in Czech Conversation of Pupils between the Age of 14 to 16 Years

Bakalářská práce

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<i>Autor práce:</i>	Karolína Kadlečková
<i>Vedoucí práce:</i>	Richard Madsen, M.A., Ph.D. Katedra anglického jazyka





Zadání bakalářské práce

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Jméno a příjmení: **Karolína Kadlečková**
Osobní číslo: P19000862
Studijní program: B0114A300068 Anglický jazyk se zaměřením na vzdělávání
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Zásady pro vypracování:

Cílem této práce je zmapovat využití určitých anglických neformálních výrazů v různých druzích konverzace.

Práce bude zaměřena na aktuálně používané anglicismy, zkratky a jejich lingvistický původ. Výrazy budou analyzovány, definovány a klasifikovány podle využití. Pro určení výrazů využiji dotazníkové šetření, ve kterém formuluji výzkumný problém a definuji cíl dotazování. Dotazník bude v online podobě a zaměřen na věkovou skupinu žáků mezi 14 až 16 lety. Výsledky budou zaznamenány a porovnány v grafech. Práce bude vycházet z dostupné české a zahraniční literatury, ověřených webových zdrojů, odborných časopisů a výzkumu formou dotazníku. Během práce se budu řídit metodologickými a organizačními pokyny vedoucího práce.

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Vedoucí práce:

Richard Madsen, M.A., Ph.D.
Katedra anglického jazyka

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prof. RNDr. Jan Pícek, CSc.
děkan

L.S.

Mgr. Zénó Vernyik, Ph.D.
vedoucí katedry

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Anotace

Bakalářská práce se zabývá užitím anglicismů mezi mladistvými spadajícími do tzv. střední adolescence, tedy konkrétní věkové skupiny 14 až 16 let. Specificky můžeme hovořit o skladbě aktivní slovní zásoby mladistvých, ve které zkoumáme zastoupení anglicismů oproti českým výrazům. Aktivní slovní zásoba obsahuje termíny potřebné pro běžné každodenní sebevyjádření. Termíny užívané nejčastěji. Teoretická část definuje jednotlivé části slovní zásoby a praktická část se později soustředí na pravý obsah aktivní slovní zásoby. Pracujeme s diskurzem anglicismů a zahrnujeme je v jejich plném znění, tedy slova adaptovaná, ale i slova v původní anglické formě. Cílem práce je přijít na to, zda slovní zásoba adolescentů obsahuje anglicismy.

Klíčová slova: adaptace, aktivní slovní zásoba, anglicismus, lexém, neologismus, slang, slovo, vulgarismus, výpůjčky, zkratky

Annotation

The bachelor's thesis deals with the use of anglicisms among youth falling into the so-called middle adolescence category, i.e. the specific age group of 14 to 16 years. Specifically is discussed the composition of the active vocabulary of adolescents, which is examined the representation of anglicisms compared to Czech expressions. The active vocabulary contains terms necessary for everyday self-expression. Terms used most frequently. The theoretical part defines the different parts of the vocabulary and the practical part later focuses on the actual content of the active vocabulary. We work with the discourse of anglicisms and include them in their full form, i.e. words adapted but also words in their original English form. The thesis focuses on proving the existence of anglicism in the active vocabulary of mid-adolescents.

Key words: abbreviations, active vocabulary, adaptation, anglicisms, borrowings, lexeme, neologism, slang, vulgarism, word

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Introduction:

The English language has flourished after the World War II as the common world language of modern society. The process of globalisation, new technologies, easier information transmission, and social networking has helped this language to dominate the world. It has assimilated into many languages and has adopted some words as its own. English has become the official language of many countries and its teaching is a compulsory part of education in the Czech Republic. In contemporary online world people encounter English language on a daily basis. Not only adults and academics, but also children by watching TV, playing video games, surfing the Internet or listening to music. Since Czech students start learning foreign language at an early age, I want to address the extent to which it has been adapted into an active vocabulary. The whole thesis is divided into two main parts, theoretical and practical.

In the theoretical part I will therefore focus briefly on the origins of the English language in order to understand why English is such a successful global language. Next, I discuss Lexicology, which focuses on the most fundamental element of our inquiry, i.e., the definition of words, how they originate, and how they enter our active vocabulary. The last part deals with the anglicisms themselves, how they entered the Czech vocabulary, their history and what the term '*anglicism*' actually means.

The practical part consists of the evaluation of a questionnaire survey. The aim of the questionnaire is to find out if anglicisms are included in the active vocabulary of such young students. The questions are therefore designed to test whether the concept of anglicisms is widespread among mid-adolescents and whether respondents fully understand its meaning and to reveal the actual usage in basic conversation.

1 Origin of English language

English is a West Germanic language that originated from a clash between the original tribes of Britain and tribes that came to the island from the west. The language is formerly called Brittonic. The West Germanic languages belong to the Germanic language category further subdivided into North Germanic and East Germanic languages. The branch to which English belongs also includes languages such as Dutch, Frisian, High German, and Low German. (Schendl 2001, 17) This division tells us that all these languages have genetically related relationships. (Schendl 2001, 13)

New immigrants came from the North Sea, namely The Angles and Saxons, together with smaller tribes of Jutes and Frisians. In 6th-century writings dating we can find records of the conquest of 'Britain' by Germanic tribes. These tribes are mentioned often in historical sources. Examples of these writings include the historian Procopius of Cæsarea's 'War with the Goths' or Bede Venerabili's 'Historia ecclesiastica gentis Anglorum'. (Blažek 2011, 69)

This first settlement by western tribes provided the basis for a language that still had a long way to develop. The basic division according to the timeline English is referred to as Old English (from c. 450 CE until c. 1150), Middle English (from c 1150 CE until c. 1450), Modern English, or Early New English (from c. 1450 CE until c. 1800), and Late Modern English (from c. 1800 to the present). (Crystal 2018) English itself, which today influences the whole world, was in its early days heavily influenced by the many dialects of the invaders who sought to claim the territory of Britain. Successful invasions can be considered the Anglo-Saxon, Scandinavian, and Norman. Invasions brought by the languages involved in later development Old Norse, French, and Latin.

1.1 Foreign influence on the English language

1.1.1 Old English

The influence of Latin is evident in the speech of native tribes during the Roman occupation. Aspects of Latin language were used by the upper-class in daily use, plus the inhabitants also started to borrow words from Latin in a broad spectrum of semantics. After the Romans left Britain in the 5th century, the arrival of Saint Augustine followed. Awareness about the new words was raised by missionaries through the spread of a new religion. Missionaries used more than one technique to expand the vocabulary among society. In addition to borrowing words, the adaptation of the meaning to match Latin words technique and creating new compound words ‘*by translating the elements of a Latin word into Germanic equivalents*’ was used. (Crystal 2018) The period of Old English is also characterized, in terms of language, by Scandinavian influence. Because of Vikings the country was divided into two parts. The result was that the eastern part fell under the competence of Danish laws. Hence is the origin of Yorkshire or East Midlands. This naming process is considered to be a huge linguistic development. The Scandinavian settlement period left only about 150 words behind. (Crystal 2018). Examples of added words are birth, husband, law, steak, or die.

The permanent impact is visible in grammar. Old pronouns were replaced by new ones, e.g. they and them instead of hi and hie, their and them instead of hira and heora. Another change appeared with the introduction of the suffix –s for third person and the usage of ‘*are*’ as a plural form of the verb to be. (Crystal 2018) The Scandinavian influence was instrumental in the case of endings which were simplified or lost.

The Old English period has undergone small but nevertheless very significant changes that have shaped the development of the language itself. Such changes reflected in the next period of language development, which we call Middle English.

1.1.2 Middle English

The Middle English period is not very difficult to prove on the basis of material, because this period has preserved many documents. It is the historical written documents which base is a rather extensive collection.

This period dates between 1150 and 1450 AD. The Norman invasion is frequently referred to as the greatest milestone in the development of English. Otherwise known Norman Conquest, it took place in 1066 and brought with it the influence of the French, which gave a new direction to the development of the language. As a remnant of the Old English period, Latin continued to be used for serious written records and documentary manuscripts, while French became the language of literary culture. (Crystal 2018)

English began to borrow French words in abundance. French power reflected in European culture, literature and other socio-cultural spheres. French became the language of high society in England, and this powerful transformation lasted until about the 14th century. (Veselý 1985, 64)

There were also significant grammatical changes. New pronouns, progressive verb forms and auxiliary verbs began to appear. There was also a detailed differentiation of phonemes. “In particular, the distinction between the /f/ and /v/ consonants began to differentiate words (e.g. *grief* vs *grieve*), as did that between /s/ and /z/ (e.g. *seal* vs *zeal*).” (Crystal 2018)

The Middle English period is notable for the expansion of vocabulary. The language became important for socio-cultural life and provided people with new means of expression. The total number of words reached double from the previous era. Despite, the original Anglo-Saxon character was preserved in the speech of the common people. On the other hand, the new literary format with a French lexicon can be seen in literary works, plays, etc.

1.1.3 Early Modern English

Early modern English is a period that sees a groundbreaking invention, the printing press in 1440 AD. The printing press enabled faster dissemination of texts and thus facilitated the education of citizens in their national language. This way of disseminating texts was cheaper and therefore more acceptable to the lower class of society. (Petrliková 2009, 55)

English began to be recognized for its simple grammar, usage of two-syllable words, and wide vocabulary, unlike Latin whose prestige had degraded. To clarify new concepts in linguistics of this period, loanwords were mostly used. A forerunner who used this method can be identified as the author Sir Thomas Elyot. He introduced words like “*participate*” and “*persist*” into the English language. (Weiner 2012)

Early Modern English, 16th century, was largely influenced by the Renaissance, and borrowing words from other languages is one of its defining factors. According to studies, as many as 50 different branches of language can be found in English from this period, which influenced it. In addition to French, elements of language from Asia or Africa could be traced as well. (Crystal 2019, 60)

1.1.4 Modern English

The last period, called Modern English, marks the timeline from the early 19th century to the present. The preceding period, which closes its chapter with the end of the 18th century, sets the foundation for the English language as we know it today. The change is no longer so enormous, and no higher education is needed to understand Early Modern English. The differences often lay in the order of words. Sometimes it is in pronunciation, the use of emphasis in other parts of words or stylistic features and differences of idiomatic kind. Some of those expressions used in 18th-century literature may seem old-fashioned, such as “*made her first essay*” instead of which Modern English uses today the simple word “*attempt*”. (Crystal 2019, 76)

The first attempts to define the grammar began with publication of Johns' Dictionary in 1755. Traditional grammar, known today, was greatly influenced by the works of R. Lowth, Bishop of the Church of England, and L. Murray, a lawyer. These two authors are best known for their books on English grammar and set the stage for the 20th century. (Crystal 2019, 78)

The standardization and codification of language gradually worked their way through. There was a reduction of differences between the language code of higher and lower society and the creation of a final form of language. This process is also referred to as the Ascertainment period, which translate as '*to settle a matter*'. (Petrliková 2009, 85-93)

The rise of the British Empire in the past and the process of globalization have enabled English language to establish its firm place in the world. (Crystal 2019, 92) However, the language is constantly changing, new dialects are being created, new words are replacing the older ones and its system is being reshaped. Even today, word-formation processes and assimilation continue to enrich the vocabulary and this process will continue.

2 Definition of linguistics

Before I proceed to the definitions of single-stranded linguistics units and the main issues under this study, I would like to start with an introduction of the linguistic branch that focuses on items of this study, Lexicology.

2.1 Lexicology

Due to the fact that the bachelor's thesis deals with the incorporation of Anglicism into the Czech language, the science that deals with the active vocabulary, namely lexicology, must become an integral part of it. It is a science that is inseparably linked to word formation. Although, word formation can be separated from lexicology as a standalone discipline. For the purposes of this paper, I define these sciences hand in hand.

To define it more precisely, it is a discipline that studies lexical units in terms of their meanings, semantic relations, forms, and pragmatic properties (i.e., its' usage in different types of texts). The discipline explores the characteristics of the word in the formal and the functional sense. Such as, the speaker's way of expressing himself or herself or examining the word as a means of naming things. It performs two functions of research, namely synchronic, by describing the current vocabulary, and history, which in turn traces the entire development of the language. (Filipec and Čermák 1985, 13)

As a side note, part of lexicology is lexicography, which takes care of the spelling of words, accent, pronunciation, and morphological norm of lexemes. This knowledge is used to create dictionaries, lexicography theory, and scientific dictionaries. The types of dictionaries are very diverse, ranging from explanatory, synchronic, historical, conceptual (ideographic), or bilingual. (Filipec and Čermák 1985, 14)

However, lexicology is a very broad concept of a vast discipline, and its definition also varies according to many sources. There are disciplines that some linguists believe fall under lexicology as sub-disciplines and others do not. Sub-disciplines include semantics, phraseology, idiomatic, etymology, terminology, word formation and lexicography. (Mitter 2019)

Semantics deals with the meanings of words. It studies the meanings of naming units and what relationship is formed between the form and content of the naming process. It also studies the relationships of polysemous words.

Onomastics is the study of proper names. The focus is on how they spread, their origin and how they are formed. There are various sub-disciplines to this, such as anthroponomastics (the study of humans' proper names) or toponomastics (the study of place concepts).

Phraseology analyses phraseological units, the process of the emergence of multi-word names. It also focuses on proverbs, sayings, similes or proverbs and their unified interpretative unit. Informal expressions are no exception.

Etymology deals with the origin of all words. Therefore, knowledge of Latin, Greek, German, French and Old Slavic languages that are specific to a particular word of a particular language is important for orientation in this discipline. This discipline plays an important role in the study of language development from a historical perspective.

Terminology is simply defined as the science of terms. A term or a technical term, name or denomination is the subject of this sub-discipline. This science helps to summarize and define terms specific to scientific disciplines.

And eventually word-formation, which describes the formation of words, categorizes word-formation processes and describes them. It categorizes words into different word-formation classes and subtypes. Like the other disciplines, it also conceives language in terms of historical development. (Mitter 2019)

The main formations, that lexicology studies in all its parts, are the lexeme and the word. These are the basic building blocks of all linguistics. Neither the categorization of linguistic disciplines nor their definitions are uniform. Language is constantly evolving, and always will be, so it is difficult to establish a single dogma containing all the rules, phenomena and exceptions.

2.1.1 Lexeme

According to Ronald Carter lexeme “*is an abstract unit*” and in other words, they ‘*are basic, contrasting units of vocabulary in language*’. (Carter 1998, 7) Lexemes are closely related to words because words are other variants of lexemes by means of lexeme-based word-formation. They can be words carrying grammatical meaning or semantic meaning.

However, a lexeme does not necessarily imply a one-word form; there are other categories such as multi-word verbs, phrasal verbs and idioms. (Carter 1998, 7)

The term lexeme is sometimes referred to as a lexical item, was created to distinguish complex words and units of meaning from the original smallest parts. It is therefore the smallest unit that is distinguished in the vocabulary of the language, i.e. the lexicon. (Crystal 1992, 43-44)

Individual words have more than one meaning in some cases. One word can have up to several lexical meanings which are called homonymy. Obvious examples such as the lexeme *'lap'* as in *'lap in a race'* or as in *'sit on my lap'*. The same form of lexeme can be used to talk about two completely different things. A similar phenomenon is polysemy, where words share a link in their meaning. For example the word *'wing'*, it could be bird's wing or wing of a building, but what is important that both meaning refer to a section that is a part of a body. (Carter 1998, 7) In the end, the distinction between a lexeme and a word is made on the basis of abstractness.

2.1.2 Word

There are many definitions of the term word in scholarly books. Anyway, each of them poses a certain problem in its wording. The orthographic definition of a word is any sequence of letters bounded on either side by a space or punctuation mark. But this definition refers to mostly written language because spoken language does not leave us with a clear perception of a word. (Carter 1998, 4)

That is why a word can be defined with a more suitable definition which is that word is *'a minimal meaningful unit of a language'*. On the other hand, this definition assumes a direct link between single words and the notion of "meaning". But this statement cannot apply to words that are conveyed by more than one word and if they were reduced to only one, they

would lose meaning. Examples of such words could be *bus driver*, *real estate*, *peanut butter* or *living room*. Thus, as in the previous definition, there is also an inaccuracy.

Therefore, I would like to mention the definition, which charms by its simplicity, but even so, it cannot be fully relied on. Words that consist of one morpheme only and cannot be reduced are called “*minimal free form*”. It’s not possible to break these words into smaller units unless they lose their meaning. That is why this definition, as the previous definitions, has just a certain amount of validity. It builds on the foundation of emphasizing stress on the basic stability of a word. That derives from the fact that this word can exist independently.

However, this applies not only to single words but also to idioms. Listing a few to give an idea: *a dime a dozen*, *break a leg*, *buy a bullet*, *hang in there*, *hit a sack*. There is no denying that these words can exist independently, but the meaning, which they stand for together, would completely disappear. These idioms nevertheless can be replaced by one word only. For example: „*Is it raining hard?*”, answer: “*Cats and dogs*”. (Carter 1998, 6) The idiomatic answer equals a single standing word “hard”.

The last definition mentioned is that a word has not more than one stressed syllable. According to this definition, some two-word units such as *real estate* would be defined as one word, but according to other definitions not.

Determining a uniform definition of the word is not an easy task to do. Every definition listed above is accompanied by some kind of a problem. To summarize, the first definition tried to categorize free-forms of words into boxes in which the words do not even fit in or based statements on word stress. The following focused on words as units of meaning, but the reduction of conveyed words could cause a loss of essence. Another issue represents forms. Some words have the same form, but completely different meanings. On the other hand, some words could have different forms, but the same meaning. Lastly, idioms, parts of an idiom together represent a different essence than separately. (Carter 1998, 7)

3 Vocabulary

A vocabulary consists of the entirety of all the words of a language that occur in it. The general total number cannot be determined; an estimate of the vocabulary of each language is possible to find in dictionary surveys. The largest dictionary of the Czech language, the '*Příruční slovník jazyka českého*' (Handy Dictionary of the Czech Language), which was updated in 2011, has 250,000 entries.

The basic division of vocabulary can be determined on the basis of its use into active and passive. An active vocabulary is one that we use routinely, are familiar with its terms, and is relevant to our lives. This vocabulary is narrower than the passive vocabulary. Since the passive vocabulary includes terms that we are not familiar with because we are not in the field of their use, it is much larger and we are not able to make full use of it.

The active vocabulary is mostly made up of what is referred to as core words. Core words are related to the life of society and consist of several semantic headings related to kinship, dwellings, body parts, plants, natural facts, human production, basic properties, important events and spatial facts. (Hauser 1980, 12-18)

According to Hauser, core words form a neutral vocabulary. Other words distinguish into categories according to their relevant attributes. First, stylistic signs including subcategories of colloquial, artistic and technical vocabulary. Next, there are emotional attributions, which contain expressive words. Also by frequency of occurrence attributes, by origin into domestic and foreign, by period symptoms into old words/archaisms and new words/neologisms (3.1). And last but not least, the distinction between dialect words or dialectisms and slang and argot words.

Dialectics as such are words that sometimes move from the periphery of the language to its centre. This usually happens in artistic expression. Dialectal words, however, stick in the vocabulary of a particular region and may not be used in another. Such types are called

ethnographic dialects. Slang, however, contains colloquial words and specific words that are not limited by territory. (Hauser 2003, 9-13). What is interesting that in Czech language such words are considered ungrammatical. Example of such a word could be 'voko' or 'vokno', this is called prosthesis. These expressions were used in early centuries, but nowadays its form has shifted and the correct form is 'oko' and 'okno'. According to Czech standards those words are labelled as grammatically incorrect, even if other languages would find nothing wrong with the expressions.

3.1. Neologism

One of the important linguistic levels is neology. Neology is a plane closely connected with the dynamism of social life and gives rise to lexical units called neologisms. Neologisms are elements that can be described in other words as innovations. Such innovations can be observed at many levels of language expression, and colloquial situations are no exception. Innovations or neologisms are thus derived, compound and adopted words. (Čermák and Filipec 1985, 98)

However, the process of creating neologisms is not entirely simple, and a new word does not become commonly used without going through a certain process. Some words adapt quickly and some do the opposite. Only words that become prospective in temporal use can be labelled neologisms, and the generational factor plays a large role here. The commonly used neologisms, therefore, distinguish 3 other types. First, non-perspective neologisms, those that were more like suggestions and did not catch on. Second, the ostensible neologisms, are those that are used in a narrow circle and have meaning for us. And thirdly fashionable or stage names, which may denote names of businesses or materials. These types of neologisms are used, but only in given circumstances, so they are not marked as common.

In order for a lexeme unit to be incorporated into the core of the language, it must go through a four-step incorporation process. Firstly, at the point in time at which it appears,

secondly, it goes through a phase where its use is at a low frequency of repetition, thirdly its use is more frequent but carries the attribute of novelty, and lastly, it is already in quite common use. (Čermák and Filipec 1985, 99)

In the contemporary Czech language, it has been observed that most neologisms are formed by derivatives using suffixes and prefixes originating from foreign languages. Another reservoir of neologisms is represented by phrasemes and their various variants. Foreign languages also facilitate the emergence of new expressions due to neo-semantic processes that revitalise words with new meanings. According to Bozděchová, it is the influence of the English language on the Czech language that stimulates the neo-semanticization of the Czech vocabulary the most. What it means is that there were words that were used before in certain times, later were replaced with other lexemes, but revitalized due increasing clash with English. Such an example is the word 'senior', this word was used actively in society to refer to the elderly, but in in the 1960s was neglected and replaced by terms like 'důchodce' or 'penzista'. After the political situation loosened and contact with English was possible the word 'senior' enhanced its usage again.

Within neology, the adoption of words from foreign languages is a diversionary factor. In the context of adoption, either full or partial adaptation of certain categories occurs. With different words, phonetic and morphological adaptation may vary, while graphic adaptation is often weakened. An increase in this weakening can be observed with words ending in -ing/-ink. (Bozděchová 2006, 147-149)

The neologisms we encounter in everyday life, whether we are aware of it or not, enrich and advance the development of every language. Some neologisms stick to us more quickly than others, and they do not arise only at the level of one language, but under the influence of others, passing on to us new names that may not have appeared in our language before.

3.2 Informal vocabulary

3.1.1 Slang and argot

Slang is often defined as non-literary vocabulary that is used by certain social groups, or in professional life or leisure activities. They have their origins in a long tradition and the number of slang words continues to grow. The word 'slang' itself first appeared in the 18th century. (Hauser 2003, 10) Considering the origin of the word slang, it is from English and means '*lower or vulgar language*'. In general, slang is any communication that differs from the standard of a given language. (Reminska Yu 2018, 88)

The problem arises in the definition of argot and jargon. Both words come from French. Argot translates as 'the language of thieves' and jargon as 'unintelligible language, nonsense'. According to some linguists, there is a difference in these terms. Argot is a closed linguistic subsystem that has been used to conceal the true meaning of a communication, but they define jargon as a semi-open linguistic subsystem that serves to separate itself from another language group. Jargon is also in scientific circles defined as branch of specific vocabulary. (Reminska Yu 2018, 88-89)

According to Hauser, argot is a vocabulary used by the dregs of society. It is designed to be understood only by a certain section. He points out that these words are now permeating common speech, especially among young people who are unaware of this. (Hauser 2003, 10)

In modern usage, the terms slang and argot are used synonymously. Together they represent a vocabulary that differs in lexis and phraseology. In Czech translation, they are called 'hantýrka'. (Kopečný 1981, 76-80)

Slang in specific cases is used in the underworld, in medical or school environments, by gangs on the streets, but also by groups of people who engage in sports activities. Some words included in slang are grammatically incorrect forms of existing words ('dyt' instead of 'vždyt'). These are mainly used in colloquial conversation. It is most widespread among

young people and so slang is often synonymous with the language of the youth. Interestingly, the further an expression spreads, the longer it remains.

Slang expressions are created by 'wordplay' and are alternative expressions of morphologically different but semantically the same word. If they persist long enough and do not disappear, they can become inevitable in speech. Many of them relate to socio-cultural issues (such as sex, race, ethnicity...) and are considered social taboos. Some of them are classified as vulgarism and are considered offensive by society. (Spears 2000, 5-7)

When observing the current slang language of Czech society, one cannot help but notice that it also uses foreign expressions. These appear on social networks or in Czech music. They are gradually assimilated into the formal and informal language vocabulary and are used by children at an early age.

3.1.2 Vulgarisms

An integral part of slang language and argot is a specific level of expressions considered derogatory, vulgarism. Vulgarisms, vulgar expressions, come from the Latin word 'Vulgaris', which means as a synonym meaning commonplace ('všední') or low ('nízký'). The Etymological Dictionary presents the deeper origin of the word as deriving from the Latin 'vulgus', which translates as the scum of society ('chátra'). (Rejzek 2001) Words such as rude or curse (in Czech 'hrubý či sprostý') are considered synonymous with the word vulgarism itself. (Filipec 2005)

Their use is obvious; they serve us as a source of expressive emotional self-expression. But they also carry information about the relationship of those using the expressions to those to whom they are addressed. Representing a form of verbal aggression. Such expressiveness is more commonly used in close social circles.

With frequent use, vulgarisms lose their character and become an embellishment of targeted speech that has, for example, the function of identifying oneself to the authorities.

The occurrence of swear words is not excluded even in communication with lower standards. Vulgarisms are often mixed with argot and used as a common means of communication, especially in spontaneous speech. (Hirschová 2013, 113)

Vulgarisms also fall under the heading of informal expressions, so it is not surprising that they are mixed with slang expressions.

3.1.3 Abbreviations

Shortcuts are the end-product of word reduction or abbreviation. In the spoken speech, the full form of words is often used, but there are also words whose abbreviated form has become so established that it is used instead in speech. Abbreviations are not inflexible, when using in sentence their abbreviated written form, in most cases, does not change. The word-forming process of multi-word names gives rise to acronyms and syllabic abbreviations. (Jelínek, n.d.)

Acronyms are a type of abbreviation that is composed of the initial letters of a particular word. The phrase 'As soon as possible' is known as ASAP, SMS stands for 'Short Message Service' or the well-known hyperlink www stands for 'Worldwide web'. The Czech language adopts many acronyms from the English language in connection with technology and commonly uses them. Some foreign language acronyms are associated with Czech words such as RAM-'paměť' (Random Access memory-paměť). The pronunciation of these acronyms is interesting; some acronyms have been 'brushed' and phonetically changed, but conversely for some, society has adapted to the original pronunciation.

Syllabic abbreviations are made up of the initial syllables of given words or multi-word phrases e.g. Interpol ('International police'). (Jelínek, n.d.)

Hrbáček adds another kind of abbreviation, which he calls verbal. It is a morphological change in the characteristic of a word and is its alternative expression. (Hrbáček 1979, 9) *An*

automobile is shortened to ‘*Auto*’, which is an obsolete word in British English according to the Cambridge Dictionary. (“AUTO | meaning in the Cambridge English Dictionary” 2022)

Word shortening is used to maintain effective communication and economy of speech. (Hrbáček 1979, 10) Every year new neologisms appear in the Czech language and the mother tongue changes. It is the younger generation that makes abundant use of English abbreviations in their active vocabulary, and the older generation can hardly keep up with the list of informal expressions. (Košíková 2021)

4 Enhancing vocabulary

Vocabulary is an unstable element of any language. It is in constant flux creating new words and replacing archaisms. A definite number cannot be ascertained, but dictionaries contain an approximate number. (‘Obohacování slovní zásoby’, n.d.) Vocabulary expansion is the addition of new names for things, facts or abstractions simply by adding new words. When the process reaches stable form for some time, linguists examine which word-forming acts are still actively used today and which are no longer used. Word formation does not necessarily result in a purely new word; existing units are also used and given new meanings, they are renewed. (Hauser 2003, 22)

Vocabulary is influenced by various factors, not only linguistic ones but also non-linguistic ones such as psychological influences. The coordination of linguistic and non-linguistic phenomena transforms vocabulary through different ways.

- Formation of new words (non-morphological and morphological)
- Restoration of old words
- Formation of fixed phrases
- Adopting words

(Karlík, Nekula, and Rusínová 2008, 97)

4.1 Formation of new words

Hauser adds 3 subcategories to the formation of new words namely derivation, compounding and the previously mentioned word shortening otherwise known as abbreviation (3.1.3). (Hauser 2003, 22)

The derivation is a way of forming words by usage of prefixes, suffixes, or a mixture of both at the same time to modify words. The derivation is also considered to be the most frequently used word-forming process. Native speakers learn it at an early age and are able to make full use of it. (Osolsobě 2011, 190)

Compounding or composition produces words transparent. Transparent means that the meaning of the compound can be deduced from the meanings of its individual parts. For example, '*trainspotter is someone who enjoys watching trains and collecting their numbers as a hobby*'. (“TRAINSPOTTER | meaning in the Cambridge English Dictionary” 2022) A composition can arise from at least two existing words that combine to form a new meaning. (Bozděchová 1997, 12)

English recognizes three main types of compound words. It recognises open ('full moon'), closed ('moonlight') and hyphenated compounds ('fifty-nine'). (“What Are Compound Words? - Meaning & Examples - Video & Lesson Transcript” 2021) In most languages, there are many more divisions, based on the syntactic relationship and the way the words are formed, into proper (true) and improper (false). (Čermák and Filipec 1985, 102)

In English also fixed phrases fall under the category of open compound words. Hauser singles out this category separately. These are names that consist of multiple words that maintain a space between them but together refer to a single substance ('*racing car, sweet tooth*').

In addition to those mentioned above, English uses another way of forming words that are not deeply rooted in the Czech language. It is called 'Blending'. It gives rise to a new

lexeme by combining several words, i.e. only parts of the original words. These words are more widely used in informal language and form both nouns and verbs or adjectives.

The Czech language uses many words that are formed by blending. For example, the gastronomy industry uses the word 'Brunch' which has no Czech equivalent and was created by combining the words 'breakfast' and 'lunch'. Or in the hotel industry, the name for a special kind of establishment is a motel, which is a fusion of the words 'hotel' and 'motor'. (Jackson and Zé Amvela 2007, 101)

4.2 Restoration of old words

The renewal of old words can be done by semantic change or by enriching the word with additional meaning, which does not make them obsolete. Semantic change occurs by narrowing the meaning of words or, on the contrary, by expanding it, as well as by concretization and generalisation. Another way is the transfer of meaning, which is labelled as metaphor, metonymy and synecdoche.

A **metaphor** is a transfer of naming substances that have an external similarity. The domains from which the substances come may be quite different, but this does not limit the metaphor.

Metonymy, in contrast to metaphor, conveys naming in the context of inner, factual similarity. As well as metaphor it preserves the original meaning of words, but relegates it to the background. (Novák 2006)

And the last **synecdoche** is often considered a kind of metonymy. It is a designation for the substitution of a part or whole that stands on a quantitative connection. (Jelínek and Vepřek 2017)

4.3 Loan words

Borrowings of linguistic units are the result of contact between two or more languages. The borrowed material becomes a replica from the source language to the replicating

language. A linguistic unit may be a phonetic, phonological, graphemic, morphemic or lexical borrowing.

Lexical borrowing or loan words does not necessarily mean enriching the vocabulary with words from a foreign language. Borrowing also occurs within a language, from a dialect or slang. Where there is a relocation of words from the periphery to the core of the language. (Hauser 2003, 22)

However, adopting words from a foreign language is the most common phenomenon. Loan words are adapted to the language phonetically, orthographically and morphologically. Adaptation of all aspects is not necessarily complete; in some aspects, it is only partial. In the case of frequently used words, their foreign origin may not be apparent after a while. (Nekula 2017)

Cultural, economic, political or academic influences are all contributors to the loaning process. For many disciplines, it is convenient to adopt names for their international clarity. A good example is the young and the widespread communication online. Online communication originated in the Anglo-American environment and therefore this linguistic form is strongly attached to the English language. The goal of chatting is to communicate quickly, briefly and concisely and therefore Czech adopts some words because a foreign language expression is more effective than the Czech version. The expressions that languages borrow are perceived as ready-made building blocks and so are used even by users who do not speak the second language. (Synková et al. 2017, 20)

5 Anglicism in the Czech language

Language naturally evolves, and the adoption or borrowing of words is a strongly noticeable phenomenon in the Czech public space. The current influence of English on the Czech language is considered massive, but even so, there are spheres in which these words can hardly be found, such as 'the official board'. (Prošek 2019) Even so, English words enter

abundantly into spheres that do not adhere to the strictness of communicative expression. As a result, these words can often be labelled as neologisms, borrowings or anglicisms.

What exactly are anglicisms? Different pieces of literature and different experts view the term differently. According to Bičan, Duběda, Havlík and Štěpánková (Bičan et al. 2020, 9-12), anglicisms are not simply English words pronounced with a Czech accent. The term anglicisms refer to words that are based on English but have adapted to the Czech language at all linguistic levels. Thus, it is possible to identify adaptation processes, variable forms and differences between original and adapted word pronunciation.

On the other hand, there is also the opinion that the term anglicism includes words that retain their original form. Therefore, when analysing anglicisms, the focus is not only on old words, fully adapted in common usage but also on words partially or not at all altered. (Daneš and Bozděchová 1997, 97)

Personally, I am inclined to Bozděchová's opinion that the term anglicism should also refer to words used in Czech with the original English form. Today it can be observed that English words are displacing existing Czech terms from use. A competitive environment is created between the two linguistic lexemes. Lexemes for which a name is found in both the source and a receiving language are called non-functional. Those that are adopted because there is no name for them in Czech are functional. (Prošek 2019) Both functional and non-functional words are used in the practical part, such as the word 'double', which has the Czech equivalent 'dvojitý'.

5.1 History of Anglicisms in the Czech language

Throughout its history, the Czech language has undergone many changes and struggles for its own identity, which have been imprinted on it throughout its development. It encountered English to a lesser extent in the mediaeval period. However, the period after the

First World War, the 20th century, is considered to be the beginning of a real noticeable influence. (Viereck, Viereck, and Ramisch 2005, 259)

The period of the first expansion and popularity of the use of anglicism can be considered the establishment of the Czechoslovak Republic, which had strong relations with Great Britain. With the rise of Russian influence, English was weakening and the Russian language was coming to the fore. (Viereck, Viereck, and Ramisch 2005, 264)

English regained its strength in the 1960s when revolutionary changes such as the abolition of censorship took place. This gave the imaginary 'green light' to the influx of new words and the process of adoption accelerated. English permeated the fields of science, fashion, sport, film, technology and journalism. The education system also came to liberation, with students given a choice in foreign language education as opposed to the previous compulsory Russian. (Daneš and Bozděchová 1997, 19-20)

5.2 Adaptation of Anglicisms

Anglicisms, i.e. words of English origin, try to blend into the Czech language at several levels, namely at the sound, graphic, morphological, word-formation and meaning levels. Czech-English contrastive linguistics compares the Czech and English languages, observing the changes that occur in anglicisms or, conversely, words that do not change at all. It can be observed that the adaptation of words is strongly influenced by the time of their adoption; older words have adapted on many levels, and for newly adopted words all aspects remain in the original pattern. This is not a rule but it is very common. (Viereck et al. 2005, 267-268)

Evidence of adopted words, such as '*faul, ofsajd and trénink*' can already be found in forms from the 1930s. Previously adopted words have been adapted, for example, the word '*football*', which has been given the new form '*fotbal*', has undergone both a graphic change and a phonetic change. From the British pronunciation ['fɒtbɔ:l] to the Czech [fɔdbal]. The longer the word was present in the adopting language; a slow transformation took place,

which created a kind of adoption pattern. The pattern could not be applied to the new words, and so the original features are being preserved. With the newly entering word ‘*baseball*’, however, the situation could not be resolved satisfactorily by simplification to Czech syllables, and so the form remained the same with the pronunciation. (“Výslovnost přejatých slov a vlastních jmen” 2008-2021)

There are no uniform rules for dealing with new words and adapting them to Czech. Many influences affect this process, the lack of knowledge of the correct pronunciation, the influence of another language, for Czech significantly German and Russian (e.g. Czech word ‘*džungle*’ borrowed from English ‘*jungle*’, which was adapted according to German model ‘*der Dschungel*’), or the desire to make foreign words similar to existing native lexemes. Nevertheless, at the end of introducing words into dictionaries, it is entirely subjective to each individual which expression to use and many forms are not officially jotted down anywhere. The process of adaptation is not described in full detail and accurately because of the constant changes and exceptions. (Rejzek 1993)

5.2.1 Spelling and sound adaptation

Graphical and phonetic similarity from lexical items is a big topic. These two adaptation processes work hand in hand. The fundamental problem is that the phonetic and orthographic areas in the Czech and English languages work completely differently. The graphic and phonetic forms of lexemes are different in English; Czech eliminates almost entirely the differences so that these levels are in agreement. (Mravinacová 1998, 190)

The phonetic form of vowels and consonants varies from language to language. The Czech phonetic system holds ten monophthongs, which are divided into five short and five long vowels. English, on the other hand, contains twelve. The vowel system also consists of diphthongs and, in English, triphthongs. The diphthongs and triphthongs are formed by

combining the monophthongs of a given language. English, however, contains more vowels and ones that Czech does not have, such as the 'schwa sound' /ə/.

i:				u:
ɪ (i)				ʊ (u)
e	ə	ɜ:	ɔ:	ɒ
	ʌ		ɔ	
æ		ɑ:		

i:				u:
ɪ				ʊ
ɛ	ɛ/-	ɛ(:)r	o:	o
	a		o	
		a		

British English vowels

Czech language vowels

Table 1: Comparison of English and Czech monophthongs (Bičan et al. 2020, 38)

The table shows us a very interesting substitution. For example, when substituting the phoneme /ə/, it has to be first determined whether the phoneme is rhotic (i.e., whether there is an 'r' undertone in the pronunciation) or not. Accordingly, the vowel is then replaced by the nearest Czech vowel /ɛ/ or /ɛr/. As Bičan gives examples *sweater* /swetə/ to Czech *svetr* /svetr/. (Bičan et al. 2020, 39)

Naturally so in the adoption of words, Czech replaces English phonemes with the most similar ones. The changes do not only affect vowels but also consonants. There are 24 units in the English consonant system, while there are 27 in the Czech system. As with vowels, the English system contains consonants such as /θ/, which are not found in the Czech system. Replacing foreign phonemes with similar ones is not the only process involved in sound adaptation.

Viereck, in his 'Encyklopedický Atlas jazyka anglického' or 'Encyclopedic Atlas of the English Language', lists seven phenomena that can occur with assimilated words:

- Loss of an accent or change of its position in a word
- Assimilation of consonant voicing
- Non-reduction of endings - (they are thus heavily voiced in Czech)
- Full realisation of the consonant 'r'
- Loss of aspiration in the consonants 'p', 't', 'k'
- Incorrect realization of consonants /θ/, /ð/
- Omission of some phonemes in favour of the Czech language system of phonemes

(Viereck, Viereck, and Ramisch 2005, 268-269)

As far as spelling changes are concerned, the Czech language prefers not to create too many deviations between the written form and the pronunciation; this is not the case with English, but there are still changes in the words that are adopted. These happen on the basis of two criteria:

- 1) The process is based on the original written form of the word, to which the pronunciation is adapted
- 2) Or the pronunciation is the basis and the graphic form is adapted

Graphic adaptation causes another anomaly in the Czech language, which we call 'doublets'. This is the fact that at any one time there are more than one version of the same word in the language, i.e. the original version and the version influenced by the Czech language. Their difference is that they have a different phonological form but share the same root word, such as '*volejbal*' and '*volleyball*' or '*byznys*' and '*business*'. (Rejzek 1993)

5.2.2 Morphological adaptation

Morphological adaptation mainly concerns substantives, i.e. nouns. It means that words are transformed by certain formants, which in Czech are used to express word types and other grammatical categories that are associated with word classes. Formants are assigned

according to the Latin natural 'genus nominis' and the distinction between animacy and inanimacy.

Basically, the Czech language distinguishes three basic genders, i.e. masculine, feminine and neuter. And it is the masculine that further distinguishes animacy. Each of the genera uses patterns ('model words) to determine the formants for declension. (Mravincová 1998, 191)

Model words/Patterns:

Masculin	Feminin	Neutral
<i>Pán</i>	<i>Žena</i>	<i>Město</i>
<i>Hrad</i>	<i>Růže</i>	<i>Moře</i>
<i>Muž</i>	<i>Píseň</i>	<i>Kuře</i>
<i>Stroj</i>	<i>Kost</i>	<i>Stavení</i>
<i>Předseda</i>		
<i>Soudce</i>		
<i>Les</i>		

(Univerzita Hradec Králové Pedagogická fakulta 2011)

For example, the lexical item 'businessman'. According to the natural genus, we would point to it with the Czech pronoun 'ten', which indicates the masculine genus. If we started inflecting, we would conclude that the word behaves according to the pattern 'pán' and falls into the masculine genus of animacy. The analogy with semantically close words/expressions also plays a big role in the determination, e.g. story -> povídka (feminine genus), city -> město (neutral genus). (Viereck et al. 2005, 270)

It is the words of the neutral genus that cannot be inflected or undergo a long process of declension. They are often defined by the ending 'i/y'. (Viereck, Viereck, and Ramisch 2005, 271) For nouns there are certain endings that are considered to be easily transferable to Czech,

-ing -> *-ink*; *-ation* -> *-ace*; *-ization/-isation* -> *izace*; etc. Suffix adaptation is commonly accompanied by changes of the consonants 'k' instead of 'c'. Such replacements also give rise to so-called word hybrids: e-business/e-byznys; preform/preforma, which follows with the translation of only one part of words or collocations: go-go dancer ->go-go tanečnice.

In-animate words are in most cases unadaptable in course of form, but animacy words are not necessarily unadaptable because of their endings. When suffixes (i.e. Czech formants) are added, their morphology may change, from Aupair to Aupairka. The same goes for the plural. English expresses plurals using forms with *-s/-es*. The Czech language treats them by either replacing them with the Czech plural form, i.e., making *skinheads* into *skinheadi* or the original form of the word spreads further.

Czech deals similarly with adjectives and verbs, either leaving them in their original uninflected form or using suffixal or prefixal derived forms. A frequently used suffix is *-nout*, but most of the verbs with this suffix are considered informal: *stop* -> *stopnout*. (Mravincová 1998, 192-198)

5.2.3 Word formation adaptation

This type of adaptation must be distinguished from morphological adaptation, which focuses on the declension of the word. In Word Formation Adaptation, words are divided not only at the spelling level but also at the semantic level. In the case of adopted lexical units, the root is developed by domestic formative processes such as derivation. In contrast, however, there are isolated words that have no relational connection to other adopted lexeme units. Such units often have limited use, i.e. they are important in a specific area *keyboard - skateboard; trainee - trénink*. (Mravincová 1998, 203-204)

There are words with 'transparent structure'. In word-formation adaptation, the transformation allows the lexemes to be classified in terms of meaning. If we recognize the root of such words, they become models for the adoption of other words and somehow narrow

or expand the meaning of the original lexeme unit. These are taken composites that establish forms such as workaholic -workholik -workaholic. (Rusínová 2002, 311)

Nouns are the group of words that are borrowed most frequently in Czech language. First, they use word-formation processes such as **derivation** to form words across word types, from *snowboard* - *snowboardista*; *snowboardový* (adjective). (Viereck, Viereck, and Ramisch 2005, 272) Further type of derivation in Czech is ‘**přechýlení**’ which less likely to be found in English, e.g. lioness, actress, princess. It is a formation of words in the feminine genus that corresponds in meaning to a lexeme existing in the masculine genus, e.g. pedagog (masculine genus) - pedagogožka (feminine genus). (Rusínová 2002, 313) Alternatively, it’s giving names to abbreviations PC-písíčko, CD - cédéčko.

The latter are composites or compounding. They are formed by composing two nouns, a noun and an adjective or a noun and a verb. English composites either stand-alone or serve as adjectives in the Czech language, but the line between the two is usually thin. However, their spelling in different dictionaries varies greatly from the Czech point of view; some expressions are written separately with space, some use a hyphen, and some are written together. This category includes words like hands-free/handsfree, black-out/blackout, body painting/bodypainting. (Bozděchová 2017)

Inflectible adopted words do not necessarily force change in form. Syntactically, they adapt, often taking on the function of an adjectives and adding a Czech semantic aspect, thus forming hybrid composites: electrical appliance, led TV, e-book. (Bozděchová 2017)

The expansion of word borrowing is a complex matter with many rules and exceptions. A borrowed word, if it does not remain in its original form, goes through many modifications before it reaches its final form. Sometimes it appears in many variations and its use is subjective to each individual and is influenced by many factors economic, social, cultural, professional many other social aspects.

5.2.4 Semantic adaptation

The last change related to the adaptation of anglicisms to the Czech language also involves an occasional shift or broadening of meanings. Bozděchová comments on this topic that in most cases the Czech language preserves the original meaning and only narrows or generalises it. In her works, Bozděchová refers to this phenomenon as neosemanticisation.

In not-so-frequent cases, sometimes the meaning of a word is expanded by being used in a different specialized field from that in which it originally originated. But the word certainly doesn't take on a whole new meaning. In fact, language systems do not accept the influence of foreign patterns that would put the new meaning in complete conflict with the original semantic intentions.

Words adapted to the Czech language are monosemic (i.e. they have only one meaning) but the lemma (i.e. the original form of the lexeme) has more meanings. The verbal *dressing* will be used to demonstrate. In the original version it has up to four meanings:

- a salad sauce
- a covering that is put on a cut or an area of damaged skin to protect it
- a loose piece of clothing like a coat
- fertilizing substances

(“DRESSING | meaning in the Cambridge English Dictionary” 2022)

In the Czech adaptation in the form of the word ‘*dresink*’, it is only a food sauce/salad sauce. There is a synonym for the word ‘*dresink*’ in the Czech dictionary, ‘zálivka’, but it represents also other meanings than salad sauce. Therefore, the anglicism *dressing* is an integral part of the Czech dictionary because of its international meaning. (Entlova, PhD. and Mala, CSc. 2020, 144)

6 The practical part

6.1 Questionnaire aims

The aim of the research is, in general, to get overview in percentage, how much are anglicisms and English expression assimilated into Czech language. Whether the respondents are aware that they are using foreign expressions in their communication. The questions are also about the basics, whether they are aware of what an anglicism is, can they define and distinguish it from its Czech equivalent. Some words have been adapted according to Czech linguistic standards, so that these lexical items can create an illusion of having its origin in Czech language as mentioned in chapter 5.2. The questionnaire also reveals some of the adjustments of English words used in Czech communication of pupils. The expected output of the whole inquiry is marginal insight on the phenomena.

6.1. Method of questioning

With the narrowed selection of respondents to middle adolescents, the questioning took place among the ninth graders of primary schools and freshman's of high schools. The questionnaire was created in online form with the help of Qualtrics software. Pupils filled the questionnaire after private arrangement with each class teacher. Students filled questions in school as part of 'Information and Communication Technologies' class or individually at home.

The final number of respondents contacted was 120 pupils of whom 59 completed successfully the questionnaire. Thus, 49,1 % respondents responded to the questionnaire. Contacted were several schools from which four of them agreed to help. All responding schools are from Ústí nad Labem region. Specifically three from Ústí nad Labem and the forth one is in Teplice.

The questions were based from general to specific ones. First to find out, whether the respondents have ever encountered the concept of anglicism and whether they can at least remotely define it. That follows up with more specific question to get better idea about their knowledge, so they give us a specific example of such a words or phrases. Than the questionnaire focuses on frequency of anglicism's usage in daily basic conversations, which makes respondents to think about it., followed by series of specific questions which tests their previous claims.

6.2 Characteristics of respondents

The anonymous respondents of the questionnaire range in the age from 14 to 16 years old. These are students in their final year of primary school and students in their first year of secondary school. In development psychology, respondents are referred to as adolescents. The adolescent period is divided into three phases, our respondent age group falls into the second phase, i.e. mid adolescent. The choice of this age range was made on the assumption that pupils are familiar with the basics of both the Czech and English languages. Based on Framework and School Educational Programmes, pupils are also able to work with the Internet, other media and the technologies of the globalised world to the extent that they come into contact with adopted anglicism and foreign language lexemes on a daily basis.

The adolescent period is defined from 10 to 21 years of age of an individual. In various literature authors refers to it as '*second childhood*' or '*transition between childhood and adulthood*'. (Pugnerová 2019, 71) From a psychological point of view, this period is the most difficult. The individual shows resistance to authority accompanied by a sense of his own exceptionalism. Struggles to gain its own independence and explores own identity, which can be stressful experience. Pubescent acquires his own abstract and scientific thinking. The adolescent establishes his position in society and close social circle. As the brain develops,

not only psychological and social changes occur, but also physical changes do as well. Changes from puberty as voice cracking, acne, growth spurt, et al. (Allen 2019)

If we consider the gender distribution of respondents 35 of them were girls (59,3 %), who completed the questionnaire, 22 boys (37,2 %) and 2 respondents chose not to disclose their gender (3,3 %). At first glance, there is clear preponderance of girls who gave their time to the questionnaire. This is due to several factors. For school orientated to health studies ('field of study such as nurse') apply to a greater extent girls than boys. Also some pupils filled questionnaire as optional homework which, according to the results, more girls participated in.

All participants are based of the same average age. According to which respondents are expected to think very much like an adult; therefore I personally consider this age group suitable for my questionnaire survey.

6.3 Structure of the questionnaire

In the introduction the questionnaire included a brief description of the thesis and its aim. The description asked the student to complete the questions as truthfully as possible, assured them that this was an anonymous survey, and ended by expressing gratitude for the respondents' time.

In my research I used open-ended questions to gather the general knowledge respondents possess. Questions as: *How would you define this term?*, *What do you imagine under this term?*, *Write down three terms you think represent anglicisms.*

Next are used closed-ended questions with two optional answers: *Have you ever heard of the term anglicism?*

Yes

No

Or closed ended questions with more options to choose from: *Do you use English expression while having a Czech conversation?*

- Often
- Sometimes
- Rarely
- Never

And finally, adding words to the text: *Complete the following sentences in the way that feels most natural to you?*

Promiň, dneska toho mám hodně, tak jsem celkem ____.

7 Questionnaire evaluation

7.1 Basic respondents characteristic questions

Out of the total number of respondents contacted, 59 respondents participated in the survey. This number includes all gender groups, from which 22 of them were male respondents, 35 were female respondents and 2 of them preferred not to share their gender despite the anonymity of the interviewees.

It should be noted that the respondents were not asked for any private information such as name, place of residence, place of study or other similar information. The general questions were: **‘What is your gender?’** and **‘What is your age?’**. The second question serves only for the purpose of checking that the questionnaire is completed by the age group on which the thesis focuses. All 59 respondents (100 %) indicated that they fall into the category of mid adolescence period. All respondents thus fitted the established parameters of the discourse under study.

7.2 Generally related Questions about the discourse

Have you ever heard of the term anglicisms?

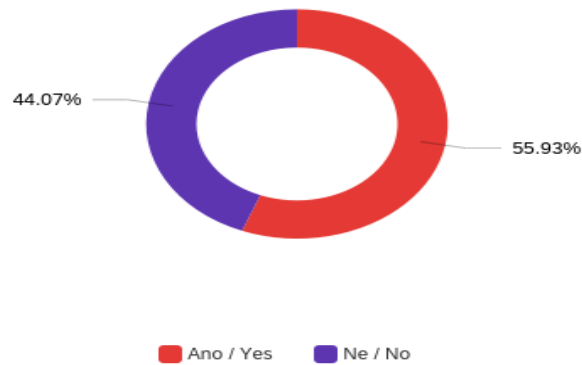


Chart number 1.

The question was a closed-ended type and the response options were yes or no. The results were surprisingly even. Respondents who answered that they had at least some awareness of the term anglicism were 33 respondents. Out of 100 % this makes 55.9 % of respondents. Those, who on the other hand have never heard about this term was 26 individuals, which is 44.07 %.

The difference of 11.86 % is only marginally small. The results show a balanced assessment and so it is not possible to state unequivocally that the issue of anglicisms is widespread in general, nor, on the contrary, to deny its existence. Awareness of it does exist, but it is not strongly represented among mid adolescents.

How would you define this term?

Even though 26 respondents answered negatively upon encountering the term anglicism, I focused the next question on defining the term. The question was supposed to make respondents at least think about the concept. Thus, the respondents tried to grasp the term with their own cognitive skill of thinking.

Due to the respondent's age, there was need to edit their answers. So, essentially, I drew on the questionnaire and created statements that were conditional on the respondents. I took this step to better understanding and work with the acquired data.

This question revealed that a larger proportion of students had at least a partial idea of what the term anglicism meant. Even though their answers were not entirely correct, the overwhelming majority pointed in the right direction. The most common response (27 respondents) was that these were *'words borrowed from the English language, in their original wording'*. It's understood that these are exclusively adopted words, which are not inflected in any way; in short, they are not subject to any rules of the Czech language. It was closely followed by statement that anglicisms are *'words with origin in English language which were in some way adapted by Czech language standards'*. This statement is shared by 20 respondents and involves adaptations in phonology, morphology, semantics or spelling.

Further mentioned statements do not correspond with the definition of anglicism in any aspect of its part. Exactly 2 students claimed that it is *'a replacement of Czech expressions by English ones'*. So, that the Czech ones no longer exist. Another statement said that *'Czech language and English language are blending together into new one'* which was surprisingly agreed by 3 students. Another 3 respondents just stated *'it has something in common with English language'* and the remaining 4 responded with *'I don't know'*

Write down three terms you think represent anglicism's.

This part of the questionnaire tested whether, despite claiming to know anglicism's, respondents were able to give genuine examples from real experience. Upon request to state 3 examples, the expected outcome was 180 examples. However some respondents weren't able to state any example or they stated only 2 and sometimes 1. The overall result was 82 examples combining abbreviations, adapted words and borrowed expressions. Some of the

widely spread words were repeated: *cool, chill, easy, etc.* Some of the words could be classified differently, but in this particular case the classification is based on written form.

Abbreviations: BTW (By the way), DVD (Digital video disc), IDK (I don't know), IGHT (All right), LMAO (Laughing my ass off), LOL (Laugh out loud), NGL (Not gonna lie), OMG (Oh my God), PC (a personal computer), WTF! (What the fuck!),

Adapted expressions: chillovat, drink, džíny, event, feelovat, férový, fotbal, gauč, image, komp, lajkovat/liknout, leavnout, level, na street, párty, prank, random, redy sharenout, skipnout, softvér, songa, šortky, spam/spamovat, swichnout, tramvaj, víkend

Borrowed expressions: aqua park, bestie, boss, boss, budget, cash, challenge, chill, cool, cupcake, damage, death, dress code, easy, food, free, friend, guy, hard, hardware, jeez, key frame, literally, love, meet, money, outfit, ready, selfie, single, software, song, sorry, time, top, true, upgrade, workout

Mislabeled words: jogurt, paprika, ruksak

7.3 Questions of usage quantity

Do you use English expression while having a Czech conversation?

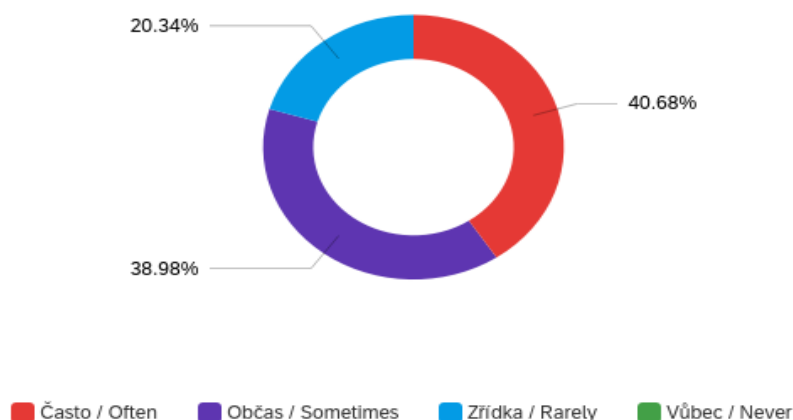


Chart number 2.

The whole research deals with informal conversation and includes both spoken and written forms. That means the speech is not prepared in advance and the choice of words is spontaneous. In most cases, it is drawn from active vocabulary. With adulthood, it becomes an automatic process. As individuals grow up, without much thought, our mind activates words encountered on daily basis.

The aim was to find out at least the approximate frequency of anglicism's usage instead of Czech expressions. To help realize how big a role they play in active vocabulary of mid adolescent.

According to the Chart above, 40.7 % of respondents intersperse their speech with foreign expressions very often. Therefore, 24 respondents can be expected to have a high representation of anglicisms in their active vocabulary. A further 23 individuals responded that they use anglicisms occasionally and the remaining 12 keep their use to a bare minimum.

But no one denies their use. All respondents concluded that their vocabulary, more or less, contains words with foreign bases.

Where did you learn these expressions?

Because the majority of respondents said that anglicisms are part of their vocabulary. It was interesting to find out, where the words they listed in previous question (*page 44*) came into their vocabulary. The question does not focus on the development of the individuals' vocabulary. It is question of what is the source of its enrichment.

Respondents could answer this question by multiple choices. There was no restriction. The final number of responds to this question is 169. The greatest representation received the answer, interacting with friends. The next most represented answer was the school environment, where young people meet their peers, so it is not surprising. These two answers make up 50 % out of the total.

Almost another 20 % (19, 75 %) admits that they pick up many expressions from computer games, which are very popular among the young. Television, TV series and movies are showing very similar result to PC games (19, 14 %).

There is a small representation of books. However, this may be due to a low interest in literature rather than an interest in digital games. Last in line is family, with only 3.70 % saying that they have received new expressions from older members of their families and no one mentioned younger members.

The overall conclusion, then, is that young people are most likely to spread anglicisms among themselves across different social groups, whether they are classmates, visit hobby groups or friends.

Why do you prefer using foreign expressions instead of the Czech ones?

The use of anglicisms versus Czech expressions is abundantly confirmed in the previous questions. So I asked the respondents why this is so. What causes the use of anglicisms over purely Czech expressions.

This question was again based on open-ended questioning therefore the answers of the respondents are categorized into several groups. The responses to this particular question were mainly concerned with ease of use, habit, conciseness and pleasantness of sound.

The factor of *simplicity* was the most represented one. Often attributed to the category of simplicity that were repeated were that they are easier to recall, they have more appealing written or spoken form and they are more pleasant to the ear of the listener. These comments were 47, 5 % of all comments.

Another reason was *habitability*. Usage of these terms comes to the respondents more naturally, so they are expected to be strongly rooted in respondent's vocabulary. High number of respondents 16, 9 % are excepting this reason as a fact.

Another 10 respondents (16, 9 %) believes that they can *better express* themselves using anglicisms. The definition is that these expressions more effectively describe the situation, their personal feelings and the perceptions they are trying to convey.

At a noticeable 8.4 %, the view that anglicisms are part of the new fashion was also prevalent. These respondents embrace them as part of their adolescent culture lives.

Mere 3, 5 % of respondents reported, that they *do not prefer* anglicisms instead of Czech expressions and 6, 8 % could figure out how to answer this question. So their answer was '*I don't know*'.

7.4 Practical verification question

The questionnaire also included a short exercise containing 6 pre-prepared Czech sentences where 1 word was missing. The respondents' task was to complete the first phrase that came to mind according to their intuition. This exercise was intended to provide a result as to whether anglicisms really fulfil the condition of simplicity and rootedness in the vocabulary.

Sentence 1. 'Promiň, dneska toho mám hodně, tak jsem celkem ____.'

Bussy/Busy	24
Zaneprázdněný	13
Unavený	7
Dead	4
Tired	2
Off	1
Exhausted	1
Nevím	1
Hotovej	1
Mimo	1
Vyčerpaný	1
Vystresovaný	1
Kaput	1
Vyplá	1

Result table 1.

The assumed answer to this sentence was the English expression '*busy*' or the Czech equivalent '*zaneprázdněný*'. As expected, these terms appeared in large numbers, but other terms of both English and Czech origin was also included. Even once the slang term 'kaput', which comes from the French word '*capot*'. Term '*busy*' appeared in the results a total of 24 times; in two cases was its written form changed to '*bussy*'. Other terms with English origin were '*tired*', '*off*', '*dead*'. A total 32 English expressions to 26 Czech ones, that means that

55 % of respondents preferred in this case anglicisms and 45 % filled up the blank space with Czech word.

Czech expressions included terms 'zaneprázdněný', 'hotový', 'mimo', 'vyčerpaný', 'vystresovaný', 'vyplý', 'zpěchám', 'upachtěný'. The most repeated term was the word 'zaneprázdněný' in the 13 repetitions. In fact, the phrase encouraged this expression in Czech language.

Sentence 2. 'Viděl jsi ten trik, který předvedl Petr? To bylo fakt ____.'

Cool	28
Hustý	15
Super/Suprový	7
Dobry	1
Halda	1
Úžasné	1
Vzrušující	1
Crazy	1
Fantastický	1
Nice	1
Nejdál	1
Najso	1

Result table 2.

The intended terms to be added were the words 'cool' and 'hustý'. The question was open-ended and therefore respondents could add whatever came to mind. The most preferred form was the term 'cool', which was chosen by 28 respondents.

This was followed by the anglicism 'super', or with the suffix *-ový*; which was used by 7 individuals. Next, the words *crazy*, *fantastický* or *nice* were used only once. Czech expressions were represented by the words: 'dobry', 'vzrušující', 'úžasné', 'halda'. These words appeared only once in the results. In overall clarity 64 % of respondents solved the task with anglicism and 36 % with Czech one.

Sentence 3. 'Poslední sportovní ____ naší školy byla velmi úspěšná.'

Akce	22
Soutěž	10
Nevím	7
Match	6
Hra	4
Den	2
Zápas	2
Událost	2
Ready	1
Competition	1
Game	1
Show	1

Result table 3.

The aim of this sentence was to respond with the anglicism 'event' or the Czech equivalent 'událost'. Instead, a large group of respondents chose the word 'akce', which appeared a total of 22 times in the table. Another Czech term used in abundance was 'soutěž', 10 times, followed terms 'událost' (2x), 'hra' (4x), 'zápas' (2x), 'den' (2x).

On the other hand, there were used fewer anglicism in this case. These that were used are 'match', 'competition', 'game' and 'show'. That is considerably big contrast to the previous sentences.

Sentence 4. 'To video bylo opravdu _____. Až mě z toho smíchu bolí břicho.'

Funny	24
Vtipný	19
Halda	2
Humorné	2
Skvělý	1
Nevím	1
Srandovní	1
Pecka	1
Dlouhé	1
Zábavné	1
Cool	1
LOL	1
Spooky	1
Awful	1

Bomba	1
Směšné	1

Result table 4.

Expected answer to sentence number 4. were terms *'funny'* or *'vtipné'*. These two terms were the most common. With 24 results, the word *'funny'* was used. In the answer sheet only once appeared words *'cool'*, *'awful'*, *'LOL'* and *'spooky'*.

In contrast, word *'vtipné'* appeared 19 times, followed by *'skvělý'*, *'směšné'*, *'zábavné'*, *'humorné'*, *'srandovní'*.

Sentence 5. 'Já už můžu vyrazit. Jsi taky ___?'

Ready/Rdy	48
Hotový	6
Připravený	4
Venku	1

Result table 5.

In this case, the answers were completely narrowed down to 4 expressions. The term *'ready'* was clearly preferred to any other way of expressing. It appeared in quite 48 cases. The remaining options contained the words *'hotový/á'*, *'připraven/á/ý'*, *'venku'*.

Sentence 6. '___, nechtěl/a jsem do tebe narazit'

Sorry/Sry/Sorka	39
Promiň	18
Nevím	1
Ahoj	1

Result table 6.

Also in this case the answer sheet was very straightforward. The decision was between 2 expressions. Word *'promiň'* was used 18 times and *'sorry'* 39 times. The word *'sorry'* was in several cases written as *'sory'*, but most cases stuck with the original written form. One answer contained word *'ahoj'*, which is not suitable for the assignment.

The total number of responses from all respondents was 354 terms. After recalculating all the expressions and sorting them, we come to the result that 57.4 % of the respondents solved the assignment using anglicisms and 42.6 % solved it using Czech vocabulary. It was confirmed that anglicisms were used in more than half of the responses. Results however could be affected by the choice of filled sentences.

Conclusion

The research conducted targeted students aged 14 to 16 on the assumption of the maturity of their vocabulary. They are just leaving the period of childhood and so we can assume that they picked up anglicisms in the period of development.

At baseline, 55.93% said they were aware of anglicisms, respondents were aware that they use it and most of them could even define it. However, none could describe it in full definition, but only partially. A large majority used the term anglicisms to refer to loanwords, English words used in Czech without any adaptation; the next most represented group was adapted English words. In other questions, however, they gave examples of these words and often their answers mixed both adapted and purely borrowed words. Even respondents who could not explain the term could at least give an example.

In the questionnaire a remarkable majority believe they use them most in conversation with friends and in the school environment. The most common reason for their use was simplicity and habit.

The last exercise focused on practical examples. The interviewees had to decide whether to use an anglicism or a Czech expression according to their instinct. Result showed that almost half of answers contained Czech expression. However, it cannot be stated with certainty whether there is a predominance of anglicisms or not. The investigation shows that it depends on the situational context and the type of sentence being completed. Some anglicisms are stored more deeply in the vocabulary of adolescents and others less so. The bright example could be the sentence number 5, where the anglicism *ready* appeared in 48 answers out of 59 cases. On the other hand sentence number 3. The expected anglicism was 'event', instead Czech equivalent was still favoured.

As a result, it can be summarized at the general level, mid adolescents are aware of the existence of anglicisms and their use on a daily basis in their own vocabulary. Thus, it was

confirmed that the use of anglicisms occurs among the youth even though they are not aware of the definition of the term itself. The distinctness of whether young people prefer anglicisms cannot be confirmed because it strongly depends on the contextual nature of the conversation. If we wanted to prove this fact, the research would have to be much more extensive.

The research could extend in direction to find out the approximate percentage to which anglicisms are prevalent in the active vocabulary of the respondents. In that order we would have to conduct a much larger survey. Supplement the exercise of adding words to context with all life areas that would relate to specific age groups, such as school environment or work sphere, interests, family situation and others. Further research could be continued with regard to semantics. How much the meaning of the original words has changed, whether they are used in the context of the Czech language in a diametrically different way than in the English language? These aspects could be followed up with results that provide considerable evidence of the use of anglicisms of Czech students.

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Appendices

Appendix 1: Research - Bachelor's thesis questionnaire

Start of Block: Introduction

Dobrý den,

připravuji se na psaní své bakalářské práce a chtěla bych Vás tímto požádat o pomoc vyplněním předběžného dotazníku, zdali má bakalářská práce smysl. Moje vybrané téma při psaní bakalářské práce je vliv anglického jazyka na českou konverzaci. Konkrétně poté zaměňování českých výrazů s těmi anglickými. Tento fenomén je populární především u mladé generace, jako jste právě Vy. Proto je mým cílem zjistit, proč nadcházející generace volí v určitých situacích anglické výrazy před těmi českými. K tomu by mi měl pomoci i později značně rozšířenější a komplexnější dotazník. Pro teď ovšem potřebuji zjistit, jestli zde takový fenomén vůbec existuje. Proto budu ráda, pokud věnujete chvíli Vašeho času tomuto dotazníku. Jelikož je dotazník zcela anonymní, nemusíte se ničeho bát a můžete tak odpovídat upřímně.

Děkuji moc!

Hello,

I am preparing myself for writing my bachelor thesis next year. I would like to ask for your help. Please, if you could fill in this questionnaire to let me know if my bachelor thesis has a purpose. My theme for the bachelor thesis is the influence of the English language on Czech conversation. Concretely, the use of English expressions rather than the Czech ones in teenage communication. Overall, this phenomenon mainly spread among the younger generation. The one I want to target is people between the age of 13 to 16 years. Therefore my goal is to determine why this upcoming generation selects English expressions rather than the Czech

ones in various conversations. To achieve this goal, I will later use a much more complex questionnaire. For now, I need to find out whether there even is this phenomenon. Thus, I will be pleased if you dedicate a while of your time to fill in this questionnaire. The questionnaire is completely anonymous, so you don't have to worry about anything and answer honestly. Thank you very much!

End of Block: Introduction

Start of Block: Default Question Block

Pohlaví / Gender Jaké je Vaše pohlaví? / What is your gender?

- Muž / Male (1)
 - Žena / Female (2)
 - Raději nechci říct / Prefer not to say (3)
-

Věk / Age Jaký je Váš věk? / What is your age?

- 0-14 (1)
 - 15+ (2)
-

Q12 Setkali jste se už s pojmem anglicismus? / Have you ever heard of the term anglicism?

- Ano / Yes (1)
 - Ne / No (2)
-

Q13 Jak byste tento pojem definovali / How would you define this term?

Q5 Napište tři výrazy o kterých si myslíte, že jsou anglicismy. / Write down three terms you think represent anglicisms.

Q3 Používáte k vyjadřování anglické výrazy během konverzace v češtině? / Do you use English expression while having a Czech conversation?

- Často / Often (1)
- Občas / Sometimes (2)
- Zřídka / Rarely (3)
- Vůbec / Never (4)

Q4 Kde jste se tyto výrazy naučili? / Where did you learn these expressions?

- Knihy / Books (1)
- Televize / Television (2)
- Počítačové hry / Computer games (3)
- Škola / School (4)
- Kamarádi / Friends (5)
- Rodina / Family (6)
- Žádné neznám / I don't know any (7)

Q10 Z jakého důvodu preferujete tyto cizojazyčné výrazy před těmi českými? / Why do you prefer using foreign expressions instead of the Czech ones?

Q15 Doplňte následující věty podle toho, jak Vám to přijde nejpřirozenější?

Promiň, dneska toho mám hodně, tak jsem celkem _____. (1)

Viděl jsi ten trik, co udělal Petr? To bylo fakt _____. (2)

Poslední sportovní ___ na naší škola byla velmi úspěšná. (3)

To video bylo opravdu _____. Až mě z toho smíchu bolí břicho. (4)

Já už můžu vyrazit. Jsi taky ___? (5)

____, nechtěl/a jsem do tebe narazit. (6)
